DOCUMENT RESUME

ED 039 918 24 PS 002 543

TITLE Educational Day Care: An Installation Manual.
INSTITUTION South Central Regional Education Lab. Corp., Little Rock, Ark.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-6-2100
PUB DATE [69]
CONTRACT OEC-4-7-062100-3074
NOTE 105p.

EDRS PRICE EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS Cognitive Development, *Compensatory Education Programs, Culturally Disadvantaged, *Curriculum Guides, *Day Care Programs, *Day Care Services, *Experimental Programs, Language Development, Perceptual Development, Preschool Children, Program Descriptions, Program Development, Program Evaluation

ABSTRACT

This manual evaluates and describes an educational day care model after 1 year of development. The model was designed for 3- and 5-year-old disadvantaged youngsters who exhibit low scores on intelligence, linguistic, and perceptual tests. Model objectives were based on the following criteria: (1) effectiveness of the curriculum with children, (2) manageability of staff and curriculum development activity, (3) flexibility, and (4) transportability of the model. The manual includes a description of population, a list of behavioral objectives for 3-, 4-, and 5-year-olds, an itemized list of equipment and materials, and a description of staff functions. The manual also includes a preliminary analysis of test scores used to compare experimental and control groups and measure language and perceptual development. Appendix One contains an outline of a 5-year plan for day care, and Appendix Two, which takes up 86 of the manual's 104 pages, contains examples of weekly planning sheets and instructional themes. [Not available in hard copy due to marginal legibility of original document.] (JF)

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EDUCATIONAL DAY CARE

an

Installation Manual

SOUTH CENTRAL REGION EDUCATIONAL LABORATORY

Introduction

Comprehensive child care for working mothers is a critical need in the South Central Region and the nation. The culture of poverty often includes one-parent homes, and mothers are frequently forced into the labor market at salaries insufficient to underwrite quality care for their preschool children. Low family income and a high cost of living often necessitate the employment of both parents in two-parent homes. Preschool children of working mothers, especially mothers from poverty areas, need comprehensive child care. The potential for comprehensive day care is largely unrealized, despite the likelihood that purely custodial child care may well increase the need for later costly compensatory educational programs as these children move into public schools.

While some day care agencies exist within the region, supporting human resources are largely underdeveloped. Day care accreditation standards have dealt almost entirely with quantitative aspects, such as space, leaving wide qualitative differences. No standards exist for center personnel, and no institution within the region now trains day care personnel. There is little hope that the manpower crisis will be ameliorated within the near future. In the past, manpower and training limitations have led to a single day care objective: the physical care of young children. Community action agencies helped to broaden day care objectives by demonstrating a concern for health, nutrition, and parent involvement. Even so, comprehensive day care programs, including educational and staff development components, are non-existent in the Region.

I. DESCRIPTION OF POPULATION

A. Geographic Location of Sites

Pulaski County is situated in central Arkansas, and includes Little Rock, North Little Rock and surrounding areas. Four sites were chosen within the county.

Site A is a rural non-farm community located east of Little Rock. Four thousand Negroes and five hundred Caucasians reside in the community. Employment opportunity is limited, and most are employed as domestic and unskilled laborers in Little Rock. The average annual family income is estimated at $1,500-2,000. Forty-five children, ages three through five, are enrolled in Site A Center which is housed in the basement of a church.

The two additional center sites became operational in fall, 1967, and are located in housing projects. Site B enrolls twenty-nine and Site C enrolls twenty-four youngsters.

The control site, Site D, is ten miles northeast of Little Rock and is similiar to Site A in terms of population, income, and racial distribution. The current enrollment includes twenty-four children ages three to five.

B. Cultural Characteristics

The program was developed for disadvantaged youngsters who exhibit low intelligence, linguistic, and perceptual scores on tests. It can and must be modified for other groups.

C. Educational Background of Children

None of the children in any of the centers had previous educational experience prior to entrance in the EOA day care centers.

D. Incidence of Health Problems

Few severe health problems exist among present center enrollment. Several children in one center have been diagnosed as retarded by the University of Arkansas School of Medicine.

II. RELATED LITERATURE AND OBJECTIVES

Hebb (1958) found indications in his experiments of an environmental-experiential effect on perceptual processes. He hypothesized that sensory input is necessary to arouse and facilitate perceptual development. Covington (1967) found initial perceptual differences between middle- and lower-class children. These differences responded to training which was more beneficial to the lower- than middle-class children. Deutsch, M. (1963) found differences in the auditory discrimination abilities of lower- and middle-class children. Deutsch, C. (1968) indicates a theoretical justification with supporting data leading to the preliminary assumption of a social-class-perceptual process relationship. She also called for educational programs planned to enhance perceptual skills.

The language problem of the disadvantaged child is well documented by Bereiter and Englemann (1966), Bernstein (1958), Brodbeck & Irwin (1946), Deutsch, M. (1963), Lawton (1968), Loban (1966), and McCarthy (1954). It seems clear that no compensatory preschool program is complete without a language component.

Regional research by Jones (1966) indicated Head Start children in the region were below norm standards as established by Templin (1957) both in quantity and quality of language. Their language did not appear to undergo a change after participation in a summer Head Start program. Moseley (1968) found third- and fourth-grade Negro children in the region were a year and one-half to two years behind middle-class children in visual motor development. (Significant at the .01 level).

The review of literature and consultant recommendations led to expression of objectives behaviorally.

A. The Development of Motor Perception and Skills
(Examples of development are expressed behaviorally)

1. Gross Motor Development

The three-year-old child will be able to:

--Walk a nursery length balance beam forward
--Run, jump, and walk upon command

--Name and point to head, neck, arms, legs, feet, eyes, nose, ears, and hair upon command
--Clap to a song in 4/4 rhythm

Fours can in addition to the above skills:

--Walk the balance beam backward
--Hop on one foot
--Name the ankles, toes, and fingers
--Clap and march to 2/2 and 4/4 music

Fives can in addition to the above skills:

--Walk the balance beam sideways
--Skip
--Label left and right arm, leg, and foot
--Clap, march, and skip to 3/4, 2/2, and 4/4 music

2. Fine Motor Development

Threes can:

--String four one-inch beads
--Cut between two lines one-inch apart
--Complete the assembly of the pink tower
--Reproduce a one-inch cube design on the design
--Reproduce large parquetry designs on the design
--Label circle, square, and rectangle

Fours can in addition to the above skills:

--String a design with at least six one-inch beads
--Complete a parquetry design beside the design plate
--Complete a one-inch cube block design beside the design
--Make a circle, square, rectangle, verticle line, horizontal line, and triangle when so instructed
--Complete a two-trap simple maze design
--Cut a circle, square, or picture with well defined edges
--Connect by a straight line between two given points
--Complete a simple ten-piece puzzle

Fives can in addition to the above skills:

--Print their names
--Complete a five-trap maze design
--Smoothly cut the figure of a man
--Draw a man demonstrating adequate body image for the age
--Complete an eighteen-piece puzzle

B. Development of Visual Perception and Skills
(Examples of development are expressed behaviorally)

Threes can:

--Trace over his first name with a crayon
--Recognize two like objects
--Remember which object is removed from a tray of three objects
--Play simple Lotto, Level 1 and 2
--Match number sets of one, two, and three objects
--Count to five using objects
--Label red, yellow, green, brown, and blue

Fours can in addition to the above skills:

--Trace their first and last name
--Copy their first name
--Follow a chart track from left to right
--Label pictures placed left to right
--Recognize like objects
--Match number sets of one, two, three, and four objects
--Count to ten using concrete objects and dots
--Label red, yellow, green, brown, purple, orange, blue, white, and black
--Label light-dark
--Arrange shades of red, yellow, blue from light to dark

Fives can in addition to the above skills:

--Print their own first and last name
--Identify like or different sequences such as h h d h
--Match 3-dimensional letter form with 1-dimensional letter form
--Count to ten
--Show sets 1-10 using concrete objects and dots
--Show more than, less than
--Match numerals to ten with dots and objects
--Write numerals to ten
--Label red, yellow, green, blue, brown, purple, orange, white, and gray
--Arrange shades of red, yellow, green, blue, brown from light to dark

C. Development of Auditory Perception and Skills
(Examples of development are expressed behaviorally)

Threes can:

--Identify familiar sounds on records
--When bells are sounded, identify high and low sounds

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--Follow two given directions
--Discriminate between two gross sounds (bell - door slam) and identify the sounds
--When shown pictures of a cat, dog, horse, cow, and pig, give sounds of the animals

Fours can in addition to the above skills:

--Follow three directions
--Identify two simple rhyming words
--Discriminate loud-soft, fast-slow
--Listen to a simple story and retell the story in a three-scene sequence

Fives can in addition to the above skills:

--Recognize and give sounds of five consonants
--Recognize and point to words which begin with these sounds
--At the listening station, follow directions to turn pages of the book
--Retell a story with four or five sequences
--Follow four related directions

D. Development of Language Perception and Skills
(Examples of development are expressed behaviorally)

Threes can:

--Label objects in the classroom
--Label family members
--Give first and last names of self and three others in class
--Give names of their teachers and aides
--Express himself in a four-word simple sentence when asked to do so
--Retell parts of stories such as title, names of characters
--Demonstrate knowledge of up-down

Fours can in addition to the above skills:

--Name other children in his class and all staff in the center
--Retell parts of stories
--Express self in a five-word simple sentence
--Execute first three levels of Lotto game
--Demonstrate knowledge of position words: top-bottom, on-by; over-under, besides, above-below
--Demonstrate knowledge of alike and different: hot-cold, big-little

Fives can in addition to the above skills:

--Use descriptive adjectives such as: large-small, heavy-light, more-less than, good-bad, rough-smooth
--Express self in a simple or compound sentence
--Give instructions to another
--Classify pictures of objects into the following categories: animals (farm, zoo, home), foods (fruits, vegetables, meats), furniture (according to place in home)

III. PHYSICAL SETTING AND LOGISTICS

A. Facility

Centers can be located in housing projects, churches, community centers, schools, homes, industrial centers, or specially constructed facilities. The SCREL projects are housed in a church basement (Site A), housing project apartments (Site B and C), and a community center (Site D). An average of 45 square feet per child of floor space is provided. Ample fenced outdoor space is equipped with swings, slides, perceptual bars, and rocking horses.

Within each center special learning areas are established with appropriate equipment. These areas include the following: 1) visual, 2) language, 3) listening, 4) story, 5) art, 6) block, 7) dress-up, and 8) play house.

During the educational period, teachers, aides, and their children have scheduled working periods in each of the center areas. Work periods are from ten to thirty minutes in length, depending on the age of the children and the daily activities. In all instances, each child spends time daily in planned opening, language, listening, story, art, visual, and musical activities.

B. Equipment

To facilitate teacher development and translation of objectives into practice, only material pertinent to each learning center is housed at the center. Itemized lists of equipment and materials follow:

Motor Training

1 Balance Beam
2 Balance Board
1 Tunnel
3 Hula Hoops
4 Ropes (jump) lg.
2 Balls (utility)
6 Ropes (jump) sm.
1 Records (assortment)
1 Game Equipment

Instructo Kits

1 #141 Transportation Simple
1 #142 Cars-Trucks
1 #143 Trains
1 #144 Transportation Water
1 #145 Transportation Air
1 # 90 Animals (zoo)
1 #282 Animals (woods)
1 #283 Animals (field)
1 # 88 Animals (farm)
1 # 87 Farm
1 #260 Plant (growth)
1 #262 Plants (food)
1 #263 Seeds
1 #577 Seasons (magnetic)
1 # 33 Opposites
1 # 38 Classification
1 #140 Circus
1 #285 We Dress for the Weather
1 #132 Negro Family
1 #149 Members of the Family
1 #116 People We Know
1 #152 Three Pigs
1 #154 Three Bears
1 #155 Gingerbread Boy
1 #156 Red Riding Hood
1 #162 Three Goats Gruff
1 #165 Mother Goose Rhymes
1 #166 Mother Goose Combination
Flannel Stories

Teaching Pictures

10 Teaching Pictures
1 Nursery Rhymes
1 Variety
1 Safety
1 Seasons
1 Holidays
1 Community
1 Health/Cleanliness
1 Oak Frames

Visual

1 Math-Stern Kit
1 Math-Inquisitive Games
1 Templates (set)
1 Property Blocks
1 Color Kit
1 Color Tablets
1 Geometric Shapes
1 Matching Cards
1 Cone (color)
1 Cone (jigsaw)
1 Blocks (puzzle)
1 Puzzles (difference)
1 Keg (stack)
1 Egg (stack)
1 Cup (stack)
1 Peg Grading Board
1 Puzzles-Fit-A-Space
1 Sorting Box (shape)
1 Dominoes (Kinder)
1 Dominoes (color)
1 Number Learner
1 Perception Plaques
4 Cylinders (insert)
4 Dressing Frames
1 Rubber Fit-In Puzzles
1 Design Cubes
3 Color Forms
1 Lotto (wood)
6 Lotto (learning)

Visual/cont.

doz.	Peg Boards (6 x 6)
6	Peg Boards (10 x 10)
1 bx	Pegs (round)
3 bx	Pegs (beaded) lg.
2 bx	Pegs sm.
doz.	Laces (beads)
1	Puzzles
2	Racks (wire)
1	Walk-On-Number Line
1	Walk-On-Letter Line
1	Play Chips
2	Teaching Bear
1	Workbooks (per year)
1	Pegboard Designs
1	Lacing Cards
1	Puzzles (people)
1	Puzzles (animal)
1	Puzzles (shapes)
2	Inch Cubes (colored)
1	Inch Cube Designs (colored)
4	Parquetry (lg.)
1	Parquetry Design Cards lg.
4	Parquetry sm.
1	Parquetry Designs sm.
1	Inch Cubes (plain)
1	Inch Cube Perspective Design
1	Perspective Designs Col.
1	Stencils (shapes)
1	Stencils (animals)
1	Magnetic Shapes
1	Pupil Pack
1	Bendable Family
1	Rubber Farm Animals
1	Bendable Community Workers
1	Bendable Zoo Animals
1	Sense Box
1	Color Paddles

Capital Outlay And Educational Supplies

Listening Cente (Acoustiphone)
Tape Recorder (Cassett)
Record Player
Projector Screen (Nifty)

Language Area

1	Peabody Level P
1	Peabody Level I
1	Words and Actions
1	Sounds I Can Hear
1	Listen, Mark, & Say Tapes
1	Workbooks
1	Bells (Melody)

Playhouse Area

1	Table and Chairs
1	Refrigerator (Holbrook)
1	Stove (Holbrook)
1	Sink (Holbrook)
1	Ironing Board
1	Iron
1	Toaster
1	Brooms, Mops, etc.
1	Dishes
1	Pots and Pans
1	Chair (rocking)
1	Shelving
4	Dolls
1	Clothes (doll)
1	Mirror (metal)
1	Bed-doll
1	Chest of Drawers
1	Telephone (wooden)

Block Area

1	Block Bin
1	Blocks (hollow unit) 170 pcs.
1	Barn
1	House
1	Furniture
1	Garage
1	Trucks (FB & Trailer)
1	Moving Van
1	Dump Truck
1	Car
1	Boat
1	Jeep
1	Bus
1	Gas Pump

Transportation to and from the center is provided by parents. All food menus, purchasing, and preparation is handled by EOA at a cost per child of 80¢ daily for the two meals and two snacks.

IV. STAFFING

The center staff is viewed as a unitary structure with the supervisor-teacher as team leader. Under the supervisor-teacher, one teacher and supporting assistant teacher are provided per fifteen children. Each person has a definite teaching role. As the thirty-minute work periods are divided into two teaching segments, everyone is teaching during the educational program. There are two groups of visual, one story, one art, one language, and one listening group during each of the three daily work periods. The supervisor-teacher is responsible for coordinating activities. Each teacher participates in planning specific activities for her group.

The teacher directs new lessons in visual, language, and story activities. Assistant teachers direct and manipulate visual material, art, and listening activities previously presented. Part-time personnel work with individual children. Teachers are encouraged to work with no more than three to five children in a group.

While the present projects have involved no trained personnel and no certified teachers, it is acknowledged that availability of a professionally trained person would facilitate both program and center operation by reducing required supervision. Other staff members may be persons with less education. They should, however, be interested in education, as well as caring for children. Acceptable speech patterns and willingness to learn are desirable characteristics in day care personnel. Literacy is necessary in teachers and desirable in aides.

Pre-service training was not possible because the institution operates twelve months of the year. A two-week pre-service period should be planned for opening centers.

1968-1969

DAY CARE CENTER THEMES

SEPTEMBER

1. Me
2. Family
3. Houses
4. Foods for me

OCTOBER

1. Postmen
2. Firemen
3. Policemen
4. Signs of Fall
    a. Halloween

NOVEMBER

1. Autumn Harvest
2. Indians
3. Pilgrims
4. Thanksgiving

DECEMBER

1. Review
2. Christmas Customs of Other Lands
3. Christmas Customs of Our Land (religious)
4. Christmas Customs of Our Land (secular)

JANUARY

1. The New Year
2. Winter
3. Signs
4. Safety
5. Review

FEBRUARY

1. Great Americans (Martin Luther King)
2. Great Americans (Lincoln)
    a. Valentines
3. Great Americans (Washington)
4. Great Americans (Sonny Walker)

Table 1 DESCRIPTION OF SAMPLE

Age	Sex	Experimental	Control
Three years	M	7	1
	F	4	2
Four years	M	5	9
	F	15	1
Five years	M	9	1
	F	5	5
Total	All Ages	N=45	N=19

Test of Intelligence (PTI), Stanford-Binet Form L-M, Peabody Picture Vocabulary Test (PPVT), and the Illinois Test of Psycholinguistic Abilities (ITPA) were among the tests administered during November-December 1967, September-October 1968. Gain scores were derived for experimental and control groups; t tests were calculated on the differences.

Analysis of Data

The data are presented in Tables 2 and 3. Table 2 shows selected comparisons of experimental and control groups combining all age groups insofar as instruments permit. Because of the small sample sizes involved, comparison of the three age groups is impossible. However, the same change pattern occurs within the various age groups. Table 3 presents data gathered on the four-year-old group, the largest single age group involved in either site.

Two program objectives were the development of language and auditory perception and skills. Tables 2 and 3 show the results of comparisons between experimental and control groups.

The PPVT was selected to render a diagnostic measure of comprehensive receiving ability. Comparison of the groups indicated the experimental group improved significantly in ability to understand language (Tables 2 and 3).

The WPPSI was administered to obtain measures of vocabulary as well as perceptual motor ability. When gain scores were compared on the vocabulary subtest, children in the experimental group improved significantly more than children in the control group (Tables 2 and 3). Thus, another of the goals of the program, that of improving language development, appears to have been accomplished.

Language skills are developed by either input or output methods. The input

Table 2

SELECTED COMPARISONS OF STANDARDIZED TEST AND SUBTEST SCORES (TOTAL GROUP)

Measure	N_E	N_C	$\bar{X}_E$	SD	$\bar{X}_C$	SD	t
WPPSI							
Animal House RS	26	15	16.69	13.17	9.87	12.04	1.65
Picture Completion RS	26	15	4.85	3.28	2.93	3.10	1.84**
Geometric Design RS	26	14	4.81	3.81	2.29	3.63	2.08**
Block Design RS	26	15	4.31	3.69	.73	4.70	2.71*
Total Performance I.Q.	26	15	5.81	9.17	-3.07	12.14	2.65*
Vocabulary RS	26	15	2.65	4.87	-1.27	4.99	2.46*
Full Scale I.Q.	26	15	2.92	8.76	-2.40	8.10	1.93**
PTI							
Form Discrimination RS	26	18	6.62	4.64	2.56	4.79	2.82*
Size and Number RS	26	18	9.35	4.73	4.28	4.76	3.49*
Total I.Q.	26	18	12.42	12.89	6.22	12.11	1.61
Stanford-Binet							
Total I.Q.	39	18	5.22	10.25	-6.06	10.71	2.87*
PPVT							
Total I.Q.	27	19	8.33	16.85	-10.32	20.53	3.38*
ITPA							
Vocabulary Encoding RS	30	18	2.77	4.86	-1.67	4.95	3.05*

*Significant .01
**Significant .05

Table 3

SELECTED COMPARISONS OF STANDARDIZED TEST AND SUBTEST SCORES

(FOUR-YEAR OLD GROUP)

Measure	N_E	N_C	$\bar{X}_E$	SD	$\bar{X}_C$	SD	t
WPPSI							
Vocabulary RS	12	8	1.92	3.48	-2.62	3.43	2.88*
Maze RS	12	8	12.00	3.20	2.63	3.29	6.39*
Geometric Design RS	12	8	6.33	3.73	1.00	2.83	3.43*
Full Scale RS	12	8	53.92	19.62	35.25	13.01	2.36**
Total Performance I.Q.	12	8	7.50	10.00	-1.75	11.47	1.91**
Full Scale I.Q.	12	8	4.25	7.59	-1.38	7.98	1.59
PTI							
Form Discrimination RS	13	8	6.00	3.76	2.50	5.81	1.69
Size and Number RS	13	8	10.08	3.33	4.00	4.24	3.67*
Stanford Binet							
Total I.Q.	13	8	5.23	8.22	-9.50	10.14	3.65*
PPVT							
Total I.Q.	13	8	8.85	13.83	-14.88	23.56	2.93*
ITPA							
Vocal Encoding RS	14	8	1.14	3.63	-3.87	4.70	3.23*

*Significant .01

**Significant .05

has as its chief component motor and vocal response. The Illinois Test of Psycholinguistic Ability, a test designed for children ages three through nine is of value in determining speaking vocabulary level. Subtest 5 (Vocal Encoding) shows that the experimental group, when compared with the control group, made superior gains in expression ideas (Tables 2 and 3).

Two other program objectives were development of visual and fine motor perception and skills. According to French (1964), the Form Discrimination subtest of the Pictorial Test of Intelligence "measures an individual's ability to match forms and to differentiate between similiar shapes." Analysis of gain scores show children in the experimental treatment scored significantly higher than children in the control group. (Tables 2 and 3). Another subtest of the PTI, Size and Number, deals with perception and recognition. The experimental group scored significantly higher gains than the control group (Tables 2 and 3). WPPSI subtest such as Geometric Design and Block Design depend primarily on perceptual and visual-motor organization. The experimental group made gains on both of these subtests. (Tables 2 and 3). Subtests from the PTI and WPPSI indicated the program was instrumental in improving visual and fine motor perception and skills.

Gross motor development was only informally measured during the first year. Children did achieve behavioral objectives in most instances. A more systematic collection of data was planned for 1969-70.

Furthermore, the Stanford-Binet test, designed to measure intelligence regarded as a measure of general mental ability was administered to all children in the centers. The experimental group, when compared with the control group, had significant gains in general mental ability which should have a positive

relationship to the ability to achieve all preschool learning tasks (Tables 2 and 3; Appendix 4).

Model evaluation was related to criteria established in the model objectives: (1) effectiveness of the curriculum with children, (2) manageability of staff and curriculum development activity, (3) flexibility, and (4) transportability of the model. Questions asked were as follows:

1. Do the children evidence interest in the program?

   Consultants comment positively on child interest and motivation. Teachers report that deviant behavior has diminished.

2. Do children grasp program content?

   Affirmitive evidence accumulates with preliminary data analysis. Review units and informal evaluation devices also seem to indicate that program objectives can be accomplished.

3. Has there been a change within the center?

   Changes in the environment are evident in photograph documentation and staff roles. Teachers note changes in pupil behavior.

4. Has the change been reflected in institutional change?

   Two other EOA centers are testing the model. Educational programs have been requested by EOA for its eight other day care centers.

5. Can non-trained personnel learn to execute an educational program?

   Consultant comments substantiate growing teacher and aide competencies.

6. What are the barriers to program success?

   Staff members resist role change. Regional financial barriers exist.

7. Can the program be transported?

   Evidence from the two centers now field testing the program indicates the program can be transported. New center personnel profit from experience in the College Station site.

8. Is the model flexible?

   Modification of the program can, does, and should occur in the centers.

9. Do parents support the program?

   The parent board of the Parent-Implemented Follow Through Program at College Station requested SCREL develop an upward extension of the day care program for the elementary school.

Summary

The pilot model providing comprehensive care for children in day care centers has completed a year of development indicating the model does represent an attainable goal. The model appears flexible, manageable, and transportable. Evaluation feedback has led to program improvements. Preliminary analysis of data appears to indicate gains in potential and some areas of development related to program. Further development and evaluation will be necessary to complete development of the day care model.

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FIVE YEAR PLAN

DAY CARE

	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973
Outputs	Objectives Preliminary model format	Refinement of first year model for field test	First year installation manual complete	First and second year installation manual complete	Installation package complete	Revised installation package
Milestones	Initial development complete	First year evaluation complete	2nd year evaluation complete Field test evaluation complete	Evaluation completed Field test completed	Evaluation and modification complete on field tests	Evaluation complete
Cost	$130,000	$170,000	$275,000	$300,000	$320,000	$350,000
Type of Activity Stage	Development	Development field test	Development field test	Field test Demonstration Dissemination Diffusion	Field test Demonstration Dissemination Diffusion	Demonstration Dissemination Diffusion

GROUP MEANS and STANDARD DEVIATIONS

GROUP MEANS AND STANDARD DEVIATIONS

Group	N	Pre $\overline{X}$	SD	Post $\overline{X}$	SD
Experimental					
S. B.	39	90.72	14,47	93.15	13.84
WPPSI	26	85.73	16.21	88.12	15.26
PTI	26	88.96	13.82	99.96	14.65
PPVT	24	73.58	22.67	81.75	14,38
Control	N	Pre $\overline{X}$	SD	Post $\overline{X}$	SD
S. B.	18	96.00	11.93	89.94	10,22
WPPSI	15	90,27	13.07	87.87	9.25
PTI	18	97.22	11.45	103.44	11,81
PPVT	19	88.11	15.72	79.21	16.03

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

APRIL

THEME: Insects

BOOKS: The Little Squeegy Bug, Martin, Bill and Barnard

Sam, the Firefly, Eastman, P.D.

COLOR: Mix all colors (black)

Gray (3's)

SHAPE: Letter B (draw, 5's)

Letter B (recognition, 3's and 4's)

TEXTURE: Fluffy

MANNER: When you do not understand what a person is saying and you wish for him to repeat say, "I beg your pardon."

INSECTS

CONCEPTS

1. Insects are all around us no matter where we live or go. They are found on land, on water, and in the air.

2. Insects are the largest group of animals in the world. (Remember that every living thing that is not a plant is an animal.)

3. Insects differ from other animals in that they do not have backbones and they are very small.

4. A true insect has:

    a. A body divided into three parts
    b. One pair of antennae (discuss antennae)
    c. Six legs arranged in three pairs

5. An insect's frame or skeleton grows outside its body. When its body becomes two big for its skeleton, it sheds the skeleton and gets a new one. We call this molting.

6. Some insects change a great deal from the time they are babies until they are grown. A catepillar is an example of this. (Show pictures and explain this metamorphasis to the children)

7. Insects eat their food in varied ways.

    a. Some insects use their mouths as cutting tools to saw off and chop up their food.

    b. Some insects have sharp, pointed mouths and they use them like hypodermic needles to inject a poison into other insects. This paralyzes the insect making it easier to eat.

    c. Other insects have hollow tongues and use them like soda straws to suck up their food.

8. Insects are considered pests. Many of them are, but many of them help us.

9. Insects do their greatest harm by spreading disease and destroying crops.

10. The worst disease spreading insect is the housefly. It breeds in sewage, garbage, and other filth. From these germ-laden sources, the fly carries many types of disease into our homes.

CONCEPTS CONTINUED

11. House flies do not bite. They pass on the germs they carry by walking on our bodies, on things we touch, and on our food.

12. Some mosquitoes carry very dangerous diseases called malaria and yellow fever.

13. There are many insects which destroy crops.

    a. Boll weevils
    b. Corn borers
    c. Locusts
    d. Grasshoppers
    e. Beetles

14. Birds so a lot to hold down the insect population and insects, themselves, help control insect population by eating other kinds of insects.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

APRIL

THEME: Review

BOOKS: (Re-read favorites from those used this month)

COLOR: Review color mixing

Gray (3's)

SHAPE: Letter C (draw, 5's)

Letter C (recognition, 3's and 4's)

TEXTURE: Silky

MANNER: Review manners used this month.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MAY

THEME: Birds

BOOKS: Are You My Mother, Eastman, P. D.

COLOR: Review color mixing

Pink and Gray (3's)

SHAPE: Letter D (draw, 5's)

Letter D (recognition, 3's and 4's)

TEXTURE: Silky

MANNER: Be kind to your friends

CONCEPTS:

1. A bird is an animal.

2. All birds hatch from eggs.

3. All birds have feathers, two legs, two wings, and a beak.

4. A bird has a tongue, but it has no teeth.

5. A bird has two eyes.
   A. The eyes of most birds are on the sides of their heads.
   B. A bird can see two things ar the same time.
   C. A bird must turn its head to see in front of it.

6. A bird has three eyelids.
   Two eyelids move up and down. One eyelid moves across the eye.

7. A bird has two ears. Its ears are on the sides of its head.

8. A bird has one tail.

9. Most birds have four toes on each foot. Their toes are strong.
   Birds use their toes for many things.
   A. The bird's toes hold it to the tree.
   B. The bird's toes help it to go up the tree.
   C. The bird's toes help it to get food.
   D. Some birds use their toes to swim.

10. The mother and father birds must have a home.
   A. Their home may be a nest.
      1. The mother bird works hard to make the nest.
      2. Sometimes the father bird helps, too, but most of the time he sits in the tree and sings.
   B. Some birds live in bird houses that people put up for them.
   C. The woodpecker and the owl live in the hollows of trees.

11. The mother bird lays her eggs inside the nest. Baby birds will grow inside the eggs she lays.

12. Not all birds lay eggs in tree nests.

13. A bird is a helper to man.
   A. A bird eats harmful insects.
   B. It eats harmful seeds, too.
   C. Birds sing for us and make us happy.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MAY

THEME: Animals

BOOKS: James and the Rain (all groups), Kuskin, Karla

Family Tree (all groups), Adamson, Jean and Gareth

COLOR: (Review colors or aspects of color where there are weaknesses, 4's, 5's)

Pink and gray (3's)

SHAPE: Letter E (draw, 5's)

Letter E (recognition 3's and 4's)

TEXTURE: (Review textures where needed)

MANNER: Be kind to animals

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MAY

THEME: Zoo animals

BOOKS: Let's Go to the Zoo (Your World series)

Zany Zoo, Bridwell, Norman

COLOR: (Review color where needed, 4's and 5's)

Black, white, pink, gray (3's)

SHAPE: Letter F (draw, 5's)

Letter F (recognition, 3's and 4's)

TEXTURE: (Review textures where needed)

MANNER: We do not tease the animals at the zoo.

CONCEPTS

1. The zoo is the city home of many animals who come from all over the world.

2. Everyone can go to the zoo to see how the animals live.

3. The animals live in their natural habitat at the zoo. Their zoo home is as much like their real home as possible.

4. Some of the animals live in cages - this is because they would get out of the zoo or might hurt someone.

5. Some animals like to swim and lie in water so their cages or pens have small pools of water.

6. Some of the animals are kept in houses because they need either a cold place to live with air-conditioning or a warm place with heat.

7. The man who takes care of the animals - feeds, waters and grooms them - is called the zookeeper.

8. The zookeeper is a very kind man who loves animals and knows how to help them be happy in their zoo home.

9. The zoo's doctor is called the veterinarian. He knows how to take care of the animals if they are sick.

The following words will be good to discuss with the children:

Veterinarian - the name of the doctor who takes care of the animals
Habitat - the best home for the animals
Groom - to bathe and comb the animals
Cage - a place where animals are kept when they cannot run free in the zoo
Uniform - the name of the clothes the zookeeper wears while he is at the zoo
Aviary - a place for keeping birds confined in the zoo

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MAY

THEME: Farm Animals

BOOKS: Brown Cow Farm, Ipcar, Dahlov

The Rain Puddle, Hall, Delaide

Ask Mr. Bear, Flack, Marjorie

COLOR: (Review color where needed, 4's and 5's)

Black, white, pink, gray (3's)

SHAPE: Letter G (draw, 5's)

Letter G (draw, 3's and 4's)

TEXTURE: (Review textures where needed)

MANNER: Be kind to animals

B. TEACHING STRATEGIES

The teaching strategy has been of necessity simple. In two of the centers we have been working with teachers to help them learn to talk with children. Our staffs have had to learn to talk with children as they work and play. We have used positive verbal reinforcement with both teachers and children. We attempted to teach personnel to use positive instructions and rewards to shape behavior.

VI. EVALUATION

A. Performance Criteria - undeveloped

B. Evaluation Measures and Procedures -

The evaluation model for the day care program involved product and process evaluation. Sophisticated, definitive research results are difficult to show when young children are involved. Problems arise due to age of subjects, lack of instruments to measure program objectives, small samples, and unreliability of children and instruments. The first year plan included a lengthy test list to furnish a SCREL data bank on regional children. A five-year longitudinal plan for program development, test development, evaluation, and follow up was planned. (Appendix 1)

Subjects

The S_s were 66 Negro children, ages three through five years, enrolled in two day care centers. (Table 1) These children were matched by race, and socio-economic level. Both groups were tested in their own day care environments by the same group of evaluators with a time lapse of less than a month.

Testing Materials

The Weschler Preschool and Primary Scale of Intelligence (WPPSI), Pictorial

CHILDREN'S LITERATURE (POETRY)

CONCEPTS:

1. A poem tells a story, but a poem is different from a fairy tale. (Can you tell how it is different)
2. Poems can be happy or sad.
3. Some poems we will need to hear several times before we know whether or not we like it.
4. Some poems have rhyming words. (Listen for them)
5. Poems, like stories, have an author.

MARCH THEMES

During the month of March our weekly themes will be devoted to the enjoyment of literature. Fairy tales, nursery rhymes and poems will be presented to the children. This gives us a wonderful opportunity to get the children interested in hearing and retelling good stories. During this month present a great many story rhymes, fairy tales and poems to the children. We want our children to like literature.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MARCH

THEME: Children's Literature - Fairy Tales

BOOKS: JACK AND THE BEANSTALK - Joseph Jacobs (4's and 5's)

COLOR: Orange shades - grading for the 4's and 5's

Black - 3's

SHAPE: Triangle - recognition for all three groups

TEXTURE: Sticky

MANNER: We say "excuse me" when we accidentally bump into someone.

CHILDRENS LITERATURE - FAIRY TALES

CONCEPTS:

1. Literature is stories (fairy tales), poems and nursery rhymes.
2. Stories such as JACK AND THE BEANSTALK are make-believe stories which we call fairy tales.
3. Fairy tales are very old stories.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MARCH

THEME: Circus *

BOOKS: WAIT FOR WILLIAM - Marjorie Flack (4's and 5's)

THE CIRCUS BABY - Maud and Misha Petersham

COLOR: Black - grading for the 4's and 5's

Black and white (3's)

SHAPE: Diamond - recognition for all groups

TEXTURE: Slick / Sticky

MANNER: When you wish to refuse something you say "no thank you".

* The circus theme is inserted here because the circus came to town the last week in March. This lesson should preceed the circus performance and should be inserted in the program during the appropriate week each year.

CONCEPTS

1. The circus has many animals. Name some.

2. Some circus animals are wild and some are tame. Can you name some wild ones? (tiger, lion, elephant, giraffe) Tame ones? (dog, horse, pony).

3. The wild ones were captured and brought here from many different countries in the world. Do you think these animals are happy in captivity? (Explain to the children what captivity means.)

4. These animals are trained through patience, kindness, and a reward after performance.

5. Some of the safety measures used to protect performers are gates, guns, chairs, and whips which they crack.

6. When the circus is not performing the animals and all the performers stay at a place called winter quarters.

7. The people who train the animals are called animal trainers or animal keepers.

8. This person has to love animals, be kind, be brave, and be patient.

9. The animals trainers keep the cages clean, water and feed the animals, and help control them.

10. Some other people in the circus are clowns, trapeze performers, tightrope walkers, and ticket sellers.

11. The clowns do tricks and stunts and make us laugh. No two clowns are ever alike. They never copy.

12. The trapeze performers have to develop perfect timing or they would fall and be killed. In order to do this they have to have proper food, sleep, and rest.

13. The tightrope walkers have to learn how to balance themselves so they do not fall off the rope.

14. The ticket seller sells tickets to those of us who want to see the circus perform.

15. Each of these people has a different job which he prefers and each must do his job well.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

APRIL

THEME: Spring - Easter

BOOKS: THE GOLDEN EGG BOOK - Margaret Wise Brown

THE EGG TREE - Milhous

AN EGG FOR MRS. BUNNY

COLOR: Mix yellow and blue for the 4's and 5's

Black and white for the 3's

SHAPE: Diamond - templates for the 4's and 5's

Diamond - recognition only for the 3's

TEXTURE: Furry

MANNER: A good reply to "how are you" is "Fine thank you. How are you?"

* The Easter theme should precede Easter Sunday whenever it may fall.

CONCEPTS:

1. Spring is a joyful time. The cold, dark days of winter are over. Birds begin to sing and the grass and flowers make a new carpet for the earth.

2. Easter is a holiday Christians celebrate in the spring. It comes on a different date every year. It always comes on the first Sunday after the first full moon in spring.

3. Easter Sunday is an important Christain holiday. Christains believe that it celebrates Jesus' coming back to life again after being dead.

4. Eggs are part of spring and Easter because they represent new life. The chick, hatching from the egg, is new life. At Easter boys and girls like to decorate eggs and have egg hunts.

5. Rabbits are also part of Easter. Because rabbits multiply very fast, they remind us of how much new life there is.

6. There is a legend that the Easter rabbit brings eggs and hides them at night. He is never seen because he is very shy.

7. In some countries people take a walk after church on Easter to see the signs of spring. In this country we call this the Easter Parade.

8. Some people like to attend outdoor church services on Easter morning, so they can see the sun rise.

9. A white flower, called an Easter lily, blooms in April and is sometimes used as an Easter decoration.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

APRIL

THEME: Spring

BOOKS: REALLY SPRING - Gene Zion

SPRINGTIME FOR JEANNE - Marie Francaise

SO THIS IS SPRING -Jean Fritz

COLOR: Mix red and blue for the 4's and 5's

Pink for the 3's

SHAPE: Review Triangle and diamond for all groups

TEXTURE: Furry

MANNER: A good reply to "How are you?" is "Fine, thank you. How are you?"

SPRING

CONCEPTS:

1. Spring is one of the four seasons. (Review the seasons)
2. In spring, days grow longer and nights grow shorter.
3. The weather starts getting warmer in the spring; but we have more rainy, windy weather in spring than in other seasons.
4. The windy weather in spring is nice for flying kites.
5. Birds come back from the south and build their nests in the spring. They also lay eggs and hatch out families.
6. Animals come out of hibernation.
7. Spring is the time when most baby animals are born.
8. Insects appear in spring.
9. Moths and butterflies come out of cocoons.
10. The flowers bloom in spring. The grass turns green and green leaves grow on the trees.
11. People clean up their yards and paint their homes in spring.
12. Fathers and mothers work in their gardens in spring. Children can help, too.
13. People wear lighter clothing in spring. Why?

(In reviewing be sure to name some signs of spring -- trees and flowers blooming, grass turning green, lots of rain, warmer weather, birds singing, etc.)

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

APRIL

THEME: Plants

BOOKS: SEEDS BY WIND AND WATER (4's and 5's) Helen J. Jordan

HOW A SEED GROWS (all groups) Helen J. Jordan

THE LITTLE RED HEN (all groups)

COLOR: Mix red, yellow and blue for the 4's and 5's

Pink for the threes

SHAPE: Letter A - the 5's will draw this

Letter A - recognition for the 3's and 4's

TEXTURE: Fluffy

MANNER: When you do not understand what a person is saying and you wish for him to repeat it say, "I beg your pardon".

PLANTS

CONCEPTS:

1. Some plants have blooms or flowers while others do not.
2. Most plants are green with brown roots.
3. Plants range in size from the tiniest flower to a huge tree.
4. Some plants live in pots indoors. Others grow in the soil outdoors in gardens and parks and along roads.
5. In order to live, plants need water, warmth, sun, soil, air and sometimes plant food.
6. Outdoor plants lose their green leaves in the fall and "go to sleep" for the winter.
7. Plants are helpful to us because they are pretty and a pleasure for us to look at and because some plants are vegetables and we eat them.
8. We can help plants by:
    a. Taking care of them
    b. Giving them water
    c. Keeping them in the sun or light
    d. Giving them plant food, and
    e. By not trampling or pulling them up.
9. We should enjoy plants by:
    a. Looking at them
    b. Smelling them
    c. Looking at the leaves and flowers through a magnifying glass
10. Seeds of plants travel by:
    a. The wind
    b. Streams of water
    c. Dogs and cats
    d. Birds
    e. You

GREAT AMERICANS - DR. MARTIN LUTHER KING, JR.

CONCEPTS:

1. Dr. King was a famous preacher.
2. Dr. King won a great prize, called the Nobel Peace Prize. He was given this prize because he worked hard to make our country a better place in which to live.
3. Dr. King worked for many poor people.
4. Dr. King was assasinated (killed) because there were some people who disagreed with him.
5. Dr. King has three children.
6. Dr. King liked children.

FEBRUARY CONCEPTS

During the month of February we will talk about great Americans and celebrate Valentines Day. We hope that all of the children will be able to recognize each person we study and tell at least one important fact about him. We hope to accomplish this through the stories and other scheduled activities.

1. There are people who do very special things which make people know them.

2. There are many great men and women in the world. Some are doctors, some help to run our country's government and make laws, some are community helpers, some preachers and some teachers.

3. Great men do things which help all of us.

4. George Washington was the first president of our country.

5. Martin Luther King and Abraham Lincoln were also great American heroes.

6. Mr. Sonny Walker is an important man in our community and state.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

FEBRUARY

THEME: Great Americans - George Washington

BOOKS: "George Washington and the Cherry Tree"

COLOR: Shades of Green (grade from light to dark and dark to light) 4's & 5's

Orange, purple, brown (3's)

SHAPE: Rectangle - freehand (4's and 5's)

Rectangle - recognition (3's)

TEXTURE: Slick

MANNER: You're welcome.

GREAT AMERICANS - GEORGE WASHINGTON

CONCEPTS:

1. George Washington was the first President of the United States.
2. He is sometimes called the "father of our country".
3. We honored him by naming the Capitol of the United States for him.
4. He is also honored with his picture on the quarter and one on the dollar bill.
5. Washington's home is named Mt. Vernon. It is a very beautiful home near Washington, D. C.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

FEBRUARY

THEME: Great Americans - Abraham Lincoln

Valentines

BOOKS: "Abraham Lincoln and the Baby Pig"

"Valentine Folk" Miriam J. Dale

COLOR: Yellow shades - grading (4's and 5's)

Orange, purple, brown (3's)

SHAPE: Rectangle - templates (4's and 5's)

Rectangle - recognition (3's)

TEXTURE: Rippled / Flat

MANNER: Thank you.

GREAT AMERICANS - ABRAHAM LINCOLN

CONCEPTS:

1. Abraham Lincoln was a President of the United States.
2. He was born in a log cabin. His family was very poor.
3. Abraham Lincoln was a very honest little boy. His nickname was "Honest Abe".
4. He liked to read books, although he had a very dim light to read by. He was born before we had lights.
5. When Abraham Lincoln was President, he set the slaves free.
6. One of the ways we honored Abraham Lincoln was by putting his picture on the penny.

VALENTINE

CONCEPTS:

1. A heart is the shape we see on Valentines.
2. The cards with this shape on them are called Valentines.
3. We exchange these cards on Valentines Day with others, whom we like a lot.
4. We have parties on Valentines Day where we eat Valentine candy and exchange our Valentines.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

FEBRUARY

THEME: Great Americans - William "Sonny" Walker (local contemporary)

BOOKS: "The Sonny Walker Story" (teacher edited for the 4's and 5's)

Teaching Picture Packet of Young Negroes

COLOR: Blue Shades - grading for 4's and 5's

Black (3's)

SHAPE: Review the square and rectangle (all groups)

TEXTURE: Slick

MANNER: You're welcome.

GREAT AMERICANS - WILLIAM "SONNY" WALKER

CONCEPTS:

1. Mr. Walker helps Little Rock be a better place to live.
2. Mr. Walker is the head of the EOA.
3. Mr. Walker is a leader.
4. Mr. Walker used to be a school teacher.
5. Mr. Walker helps poor people.
6. Mr. Walker might be called the father of our Day Care Center.
7. Mr. Walker has children who go to school.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MARCH

THEME: Children's Literature (Nursery Rhymes)

BOOKS: THE REAL MOTHER GOOSE - Illustrated by Blanche Fisher Wright

BOOK OF NURSERY AND MOTHER GOOSE RHYMES

RING OF ROSES - Marguerite de Angeli

COLOR: Purple - grading for the 4's and 5's

White - 3's

SHAPE: Triangle - templates for the 4's and 5's

Triangle - recognition for the 3's

TEXTURE: Sticky

MANNER: We take care of our books.

NURSERY RHYMES

Mother Goose Rhymes are fun. They expand the child's imagination and increase his vocabulary. They are easily dramatized and also lend themselves to flannel board characterization.

However, the chief benefit to the child is pure enjoyment.

CONCEPTS:

1. Nursery Rhymes are very old poems.
2. A poem is a little story which usually has rhyming words.
3. Rhyming words are words which sound alike at the end. (Give some examples. Ask the children to listen for the rhyming words as you read the rhymes.
4. We don't know who wrote the nursery rhymes.
5. Nursery rhymes are fun to listen to and say.
6. The pictures in nursery rhyme books are pretty and fun to see.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

MARCH

THEME: Children's Literature - Poems

BOOKS: A POCKETFULL OF POEMS - Allen

FIRST POEMS OF CHILDHOOD - Tasha Tudor

COLOR: Brown - grading for the 4's and 5's

White - threes

SHAPE: Triangle - freehand for the 4's and 5's

Triangle - recognition for the 3's

TEXTURE: Slick / Sticky

MANNER: When you wish to refuse something you say "no thank you".

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

JANUARY

THEME: The New Year

BOOKS: Over and Over (4's and 5's), Zolotow, Charlotte

Chicken Soup With Rice (4's and 5's), Sendak, Maurice

Nursery Rhymes (3's)

COLOR: Gray (4's and 5's)

Orange (3's)

SHAPE: X (freehand, 4's and 5's)

X (recognition, 3's)

TEXTURE: Dull/Sharp

MANNER: We pick up our toys so others won't trip on them.

THE NEW YEAR

In this unit we will introduce the calendar, We want the older children to become thoroughly familiar with it, learning the seasons, months, days, and holidays and to define week and year.

CONCEPTS:

1. A calendar is a record of one year's time. A year is made up of 365 days.

2. Each of the numbers stands for a day. (Mark these off each day)

3. A row of days is a week. (How many days are in a week?)

4. A calendar shows all the months of the year. Each page contains a month. When a month is finished, we can turn over the pages. These are calendar pages you see on the wall. I put them out this way so that you can see them all at once.

5. A calendar helps us know when a holiday or a special day like your birthday is coming. (We will mark these with stickers)

6. January is the first month of the year. This is a new month and a new year.

7. The night before New Year's Day is called New Year's Eve. Perhaps you stayed up a little later that night and heard horns and whistles blowing. Lots of people have parties on New Year's Eve. They are celebrating the old year's ending and the new year's beginning.

8. The first day of January is called New Year's Day.

9. On New Year's Day we make New Year's resolutions. These are ways in which we plan to improve ourselves. (Explain and elaborate on this.)

Activities involving the calendar to do each day in opening:

1. Check each day off the calendar.

2. Begin to learn the months of the year.

3. Mark holidays with appropriate stickers.

4. Mark birthdays with stars.

5. Have a New Year's Parade. Let the children wear their paper hats made in art, and play rhythm instruments and horns as they march around the room to a gay marching tune. When they finish marching, let them shout, "Happy New Year!"

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

JANUARY

THEME: Winter

BOOKS: The Big Snow (4's and 5's), Hader, Berta and Elmer

White Snow, Bright Snow (4's and 5's), Tresselt, Alvin

The Snowy Day (all groups), Keats, Ezra Jack

The Happy Day (3's) Krauss, Ruth

COLOR: Pink & Gray (4's and 5's)

Brown (3's)

SHAPE: Review + and X (all groups)

TEXTURE: Rippled

MANNER: May 2

WINTER

CONCEPTS: -2-

1. Winter is the season when the temperature drops and it is very cold.

2. We wear more and heavier clothing in the winter.

3. Days are shorter and nights are longer in the winter.

4. It usually snows in the winter and we have fun playing in the snow. (What does snow feel like? What color is it? Can you smell snow? Can you taste it?)

5. There is also ice in winter. Sometimes ponds and lakes are frozen and we can skate on the ice. We must be sure the ice is frozen very hard or we will fall through to the water below.

6. In winter we have to heat our homes to keep warm. (What kind of heat do we use at the Day Care Center?)

7. Some animals hibernate in cold weather. (Explain hibernation)

8. It is very hard for birds to find food when snow has covered the ground.

9. Most trees lose their leaves in the winter. Some do not and these are called evergreens. (Can you think of some evergreens? The trees we use for Christmas trees are evergreens.)

10. Flowers and grass stop growing in the winter season.

ACTIVITIES RELATING TO THE WINTER THEME TO DO IN OPENING

1. If it is cold enough, let the children put a small pan of water outside early in the morning and let them check before going home to see if the water is frozen. When ice forms let the children bring it in the room to feel and look at it under a magnifying glass and to watch it melt. Ask them why the water turned to ice and then back to water.

2. Ask the children what we use ice for, how we keep milk cold in a truck and food cold in a train. Ask what people did before we had electric refrigerators to keep our food cold and where they got their ice.

3. Look at snow flakes through a magnifying glass. (We can do this when it snows whether it be during this week or later.)

4. Put a feeding station out for the birds. (If this is done, it must be continued all winter, or else the birds who have come to depend on it will die.)

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

JANUARY

THEME: Signs

BOOKS: Let's Find Out What the Signs Say (4's and 5's), Shapp, Martha and Charles

To Read Signs (4's and 5's), Funk, Tom

Red Light, Green Light (4's and 5's), Weisgard, Leonard

Nursery Rhymes (3's)

COLOR: Black, white, pink, gray (4's and 5's)

Orange and brown (3's)

SHAPE: Square (recognition, all groups)

TEXTURE: Rippled

MANNER: May I

SIGNS

Although the children cannot read signs they can become aware of the purpose of signs through this unit and possibly learn to sight read some of them.

Also, they will be stimulated to have their parents or older brothers and sisters to read signs to them when they encounter them on family outings or shopping trips. They should be encouraged to do this.

They can learn where some of the more crucial signs are posted, such as street signs, bus destinations, stop signs, etc.

CONCEPTS:

1. There are signs everywhere, in the street, at the grocery store, at the zoo, on the highway, and at the movies.

2. Every sign tells us something.

3. Some signs say <u>where</u> -- where to get a bus or where to mail a letter.

4. Some signs tell <u>when</u> -- when the movie will open, when to cross the street, when the circus is coming, etc.

5. Some signs tell <u>how</u> -- how to open a door (push or pull), how to drive near a school (slow).

6. Some signs tell <u>which way</u> -- which way to Little Rock or which way to the zoo, which way to drive on a street.

7. Some signs tell what to <u>do</u> -- stop, slow, pay cashier, etc.

8. There are many signs that say <u>no</u> -- no smoking, no parking, no fishing.

9. There are signs without words such as the barbers pole.

10. Always look carefully to find out what the signs say.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

JANUARY

THEME: Safety

BOOKS: Make Way for Ducklings (4's and 5's), McCloskey, Robert

COLOR: Light green, dark green (4's and 5's)

Orange and brown (3's)

SHAPE: Square (templates, 4's and 5's)

Square (recognition, 3's)

TEXTURE: Flat

MANNER: Please

SAFETY

CONCEPTS:

We need to know safety rules in order to live safely. Some safety rules we should obey are:

1. Don't play in the streets. (What might happen if you play in the streets?)

2. Don't play with fire or matches. (What could happen if we play with fire? Do homes ever burn? Do school buildings ever burn? Have a fire drill one day.)

3. Pick up your toys. (Someone else may stumble and fall over your toys and hurt themselves.)

4. Stand back - wait your turn on the playground. (You could be hit by swings, etc.)

5. Handle dangerous objects with care -- scissors, points of pencils, knives, garden shears, etc. (How should we handle scissors when walking while holding them?)

6. There are some toys we should be extra careful with such as:

   a. fireworks
   b. B B guns
   c. darts
   d. bows and arrows
   e. knives
   f. snowballs
   g. spit balls
   h. pea shooters

7. Be careful when it is icy.

8. Do not drink liquids or eat pills unless mother gives them to you.

9. Do not play in old refrigerators. You might accidentally become locked in one.

Safety/continued

Activities to be done in opening which relate to the Safety Theme:

1. Fire Drill

Upon hearing the bell the group which is in the auditory area will march out first, followed by those in the story time area and then those in the visual area.

a. Walk. If we run we could fall and cause a pile-up. However, if the smoke is heavy, we might have to crawl near the floor.

b. Quiet. You must be able to hear the teacher's instructions in an unexpected emergency.

c. Keep calm - don't crowd. Crowding may cause someone to fall.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

JANUARY

THEME: Review

BOOKS: Re-read favorites from January's books

COLOR: Light blue, dark blue (4's and 5's)

Purple (3's)

SHAPE: Square (freehand 4's and 5's)

Square (recognition, 3's)

TEXTURE: Flat

MANNER: Please

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

FEBRUARY

THEME: Great Americans - Martin Luther King

BOOKS: Martin Luther King Story (4's and 5's edited by teacher)

Teaching Picture Packet on Great Negro Americans

COLOR: Red Shades - grade from light to dark and dark to light (4's and 5's)

Purple (3's)

SHAPE: Rectangle - recognition for all groups

TEXTURE: Rippled / Flat

MANNER: Thank you.

INDIANS

This week begins a study which will end with the Thanksgiving Feast. We are spending these three weeks learning about Indians, Pilgrims, and the first Thanksgiving. We hope you will show your interest in the activities of the youngsters by talking about our themes during meals and in the afternoons. While we include many ideas for you to use with themes, you may want to add more special activities for afternoons.

As we talk about Indians, let's talk about them with respect for their contribution to our country in the past and respect for them today.

The youngest children may not learn much about Indian history but they will learn and enjoy the unit.

CONCEPTS:

1. Indians lived in America before anyone else lived here.
2. Indians lived here before there were towns or cities.
3. Indians were here before electricity, running water, etc.
4. The Indians belonged to groups called tribes. Some were called Cherokees, Navajos, Iriquois and many other names.
5. Different tribes had different customs and lived in different parts of the United States.
6. Different tribes had different skills. Some were silvermakers; some were weavers of cloth; some were pottery makers.
7. Indians hunted buffalo, deer, and other animals for food. Some made tents and clothing from skins of animals.
8. Some Indians planted corn and the first popcorn was discovered by Indians.
9. Indians used to plant a fish with each mound of corn so it would provide fertilizer to make it grow.
10. Indian homes were not like ours. Some lived in tents; others lived in mud huts; amd some lived in caves. One tribe built stucco apartment houses.
11. Indians today live much as we do. They go to school and wear clothes like we do. Many of us are part Indian and proud to be so.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

NOVEMBER

THEME: Pilgrims

BOOKS: (Special story - written for preschool age)

COLOR: Purple (4's and 5's)

Green (3's)

SHAPE: Diagonal line (free hand, 4's and 5's)

Diagonal line (recognition, 3's)

TEXTURE: Dull

MANNER: We go to the back of the line instead of breaking in line.

PILGRIMS

This second unit is on the Pilgrims who came to settle America. Relate these concepts to those of last week.

CONCEPTS:

1. Pilgrims were the first group after the Indians to come to live in America.
2. Pilgrims came a long long way on a boat.
3. They came to live in America because they were unhappy.
4. They built log houses and began to plant food.
5. They wore long dresses and tall hats.
6. They experienced a very hard winter but liked America.
7. They became friends to some Indians.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

NOVEMBER

THEME: Thanksgiving

BOOKS: The First Thanksgiving (4's and 5's), Dalgliesh, Alice

Little Red Riding Hood (3's)

COLOR: Review orange, purple, brown (4's and 5's)

Blue and Green (3's)

SHAPE: Diagonal line (structured drawing with worksheet, 4's and 5's)

Diagonal line (recognition, 3's)

TEXTURE: Dull

MANNER: We are thankful. (Have children name and discuss things for which they are thankful.)

THANKSGIVING

CONCEPTS:

1. The Indians and Pilgrims had a big meal together. They did this because they were thankful for the big harvest of food that year. They also wanted to be friends with each other.
2. Both the Indians and the Pilgrims brought food.
3. This was the first Thanksgiving
4. Today we still celebrate Thanksgiving.
5. We usually have dinner with our families on Thanksgiving.
6. We often talk about those things for which we are thankful.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

DECEMBER

THEME: Christmas Customs of Other Lands

BOOKS: Nine Days to Christmas, Ets, Marie Hall

COLOR: White (4's and 5's)

Red, yellow, blue, green (3's)

SHAPE: Plus + (recognition, all groups)

TEXTURE: Sharp

MANNER: We keep our hands to ourselves in class so we don't disturb our neighbors.

CHRISTMAS CUSTOMS OF OTHER LANDS

To lead into the next three units we will need to discuss Christmas briefly.

The first unit deals with the holiday seasons in other lands. You should explain about our celebration and discuss some of the interesting ways people in other lands celebrate the holiday season. The book of the week explains how children in Mexico celebrate the birth of Christ with the pinata instead of Santa Claus.

CONCEPTS:

1. Children in other lands celebrate the holiday season, too.
2. Some children celebrate the holiday season as we do.
3. Other children celebrate the holiday season in other ways.
4. In every country the holiday season is a time when we share happiness and love for others.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

DECEMBER

THEME: Christmas Customs of Our Land (Religious Emphasis)

BOOKS: The Littlest Angel (4's and 5's), Tazewell, Charles

The Christmas Story (4's and 5's), Whitman, Big Tell-a-Tale

A Christmas Story (3's), Chalmers, Mary

COLOR: Black, white, (4's and 5's)

Red, yellow, blue, green (3's)

SHAPE: Plus + (free hand, 4's and 5's)

Plus + (recognition, 3's)

TEXTURE: Sharp

MANNER: We keep our hands to ourselves in class so we don't disturb our neighbors.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

DECEMBER

THEME: Christmas Customs of our land (secular)

BOOKS: Twas the Night Before Christmas, Moore, Clement

Rudolph, the Red-Nosed Reindeer

COLOR: Pink (4's and 5's)

Orange (3's)

SHAPE: X (recognition, all groups)

TEXTURE:Dull/Sharp

MANNER:We pick up our toys so others won't trip on them.

CHRISTMAS CUSTOMS OF OUR LAND (SECULAR)

CONCEPTS:

1. We decorate a tree for Christmas.
2. Santa Claus comes and brings gifts.
3. Christians buy gifts for others on Christmas, because the Wise Men brought gifts to Jesus when he was born on Christmas Day.
4. Families come together for a big Christmas dinner and bring gifts for each other.

CHRISTMAS CUSTOMS OF OUR LAND

CONCEPTS:

1. The holiday season is a time of celebration.
2. Christians celebrate the birth of Christ.
3. We share with others by giving gifts.
4. The holiday season is a time when families gather together to celebrate.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

DECEMBER

THEME: Review

BOOKS: Read favorites from those scheduled in November.

COLOR: Black (4's and 5's)

Blue and green (3's)

SHAPE: Review circle and lines (all groups)

TEXTURE: Review textures used in November

MANNER: Review the manners of November

FOODS FOR ME

CONCEPTS

1. Everyone must eat to be strong and healthy (not sick).
2. Some foods are better for me than others.
3. There are many kinds of foods: meats, vegetables, breads, milk, cereals and fruits and sweets.
4. Milk is very good for our bones and teeth.
5. Some foods we eat raw - others must be cooked.
6. Foods smell good when they are cooking (guess odors from the kitchen this week.)
7. Our families plan good meals for us.
8. Our cook plans our meals for us in the day care center.
9. We can name our foods at mealtime.
10. Everyone has favorite foods (name them.)

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

OCTOBER

THEME: Postman

BOOKS: I Want to be a Mailman, Greene, Carla

Our Post Office, Miner, Irene

COLOR: Green (4's and 5's)

Red, yellow (3's)

SHAPE: Horizontal Lines (free hand, 4's and 5's)

Horizontal Lines (recognition, 3's)

TEXTURE: Soft/hard

MANNER: We walk, not run in the building.

COMMUNITY HELPERS

This is a month-long unit used to acquaint children with people in the community who provide services to families in their homes. We will try to have such persons in the centers and we want the children to be able to ask questions of them. The first unit is about the postman or mailman.

CONCEPTS:

1. Sometimes the postman is called a mailman.
2. Postmen are our friends.
3. He is a very important community helper.
4. The postman works at the Post Office.
5. The postman brings letters, packages and magazines to us.

The following words will be good to discuss with the children. Relate them to the Postman and to future community helpers.

UNIFORM: the clothes which the postman wears while doing his work.

DELIVER: to carry and give out

ROUTE: the streets the postman travels

FIREMEN

CONCEPTS:

1. Firemen are our friends. They save lives when there is a fire.
2. Firemen keep us from harm and protect our property.
3. Firemen wear uniforms and have special suits for fires.
4. Firemen drive red fire trucks that have hoses, ladders, and sirens.
5. Firemen live at the Fire Station and are always ready to go to a fire.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

OCTOBER

THEME: Policeman

BOOKS: Let's Find Out About Policemen, Shapp, Charles

Policemen and Firemen, Miner, Irene

COLOR: Red, yellow, blue, green

Blue (3's)

SHAPE: Vertical line (recognition, 4's and 5's)

Vertical line (recognition, 3's)

TEXTURE: Smooth

MANNER: We are quiet at rest time so everyone can rest.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

OCTOBER

THEME: Fireman

BOOKS: Let's Find Out About Firemen, Shapp, Charles

Let's Visit the Fire Station (all groups), Pope, Billy

COLOR: Blue and Green

Red and Yellow

SHAPE: Horizontal Line (Structured drawing with worksheets, 4's & 5's)

Horizontal Line (free hand, 3's)

TEXTURE: Soft/Hard

MANNER: We walk, not run in the building

POLICEMEN

CONCEPTS:

1. Policemen are our friends

2. Policemen keep us from harm and protect our property.

3. Policemen help us to cross streets safely and help us find home when we are lost.

4. Policemen wear uniforms. They are blue and grey and have badges on them.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS
OCTOBER

THEME: Signs of Fall

BOOKS: Mousekins Golden House (4's and 5's), Miller, Edna

The Witch Next Door (4's and 5's), Bridwell, Norman

Georgie's Halloween (4's and 5's), Bright, Robert

COLOR: Orange (4's and 5's) Lenski, Lois

Blue (3's)

SHAPE: Vertical line (Freehand, 4's and 5's)

Vertical line (recognition, 3's)

TEXTURE: Smooth

MANNER: Remember to say "Thank You" for your Halloween treat.

SIGNS OF FALL

The next two units begin a short study of the fall season. Each season will be studied throughout the year. Call attention to additional seasonal activities and changes in your center.

CONCEPTS:

1. Fall is a season of the year like summer, winter, and spring. Fall is here.
2. Autumn is another name for fall.
3. Fall is the season after summer and before winter.
4. Seasons are periods of the year when the weather, trees, leaves, and air change.
5. In the fall, leaves change colors. They change from green to red, yellow, orange, or brown.
6. The leaves drop to the ground in late fall.
7. Many trees loose their seeds in the fall.
8. The air turns cooler at night.
9. We need our sweaters.
10. Frost comes and kills the grass and many plants.
11. Halloween is a fall holiday.
12. Signs of fall are obvious as we take a nature walk.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

NOVEMBER

THEME: Autumn Harvest

BOOKS: Autumn Harvest (4's and 5's), Tresselt, Alvin

Nursery Rhymes (3's)

COLOR: Brown (4's and 5's)

Blue (3's)

SHAPE: Vertical Line (Structured drawing with worksheets 4's and 5's)

Vertical Line (freehand, 3's)

TEXTURE: Smooth/rough

MANNER: We are quiet at rest time so everyone can rest.

AUTUMN HARVEST

CONCEPTS:

1. In the fall crops are harvested. This means they are taken from the fields because they are ripe.

2. Threshing machines beat the grain for the farmers to store in the tall towers.

3. Many kinds of nuts fall from the trees in the forest. Squirrels and chipmunks pick up nuts to store away in their secret hideouts.

4. In the orchard the fruit trees are heavy with fruit. These are picked and taken to market.

5. The frost comes and the katydids stop singing for another year.

6. At last the farmer can rest; his crop is harvested. The farmer's wife begins to plan the Thanksgiving dinner.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

NOVEMBER

THEME: Indians

BOOKS: The Mighty Hunter (4's and 5's), Hader, Bertha and Elmer

The Brave Little Indian, Martin, Bill and Bernard

COLOR: Orange, Brown (4's and 5's)

Green (3's)

SHAPE: Diagonal Line (recognition, all groups)

TEXTURE: Smooth/Rough

MANNER: We go to the back of line instead of breaking in line.

MARCH

1. Fairy Tales
2. Nursery Rhymes
3. Poems
4. Circus

APRIL

1. Easter
2. Signs of Spring
3. Plants
4. Insects
5. Review

MAY

1. Birds
2. Animals
3. Zoo Animals
4. Farm Animals

JUNE

1. The Farm
2. Farm Foods
3. Fruits
4. Review

JULY

1. Summertime
2. Bodies of Water and Fish
3. Transportation-Land
4. Transportation-Sea
5. Transportation-Air

AUGUST

1. Review July's Themes
2. Me
3. My Friends
4. School (5's)
. Review (4's and 3's)

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

THEME:

BOOKS:

COLOR:

SHAPE:

TEXTURE:

MANNER:

WEEKLY PLANNING SHEET

YOUNGEST GROUP

3's

8:30-9:00 OPENING	
9:00-9:15 MOTOR TRAINING (Large Muscle Development)	M. T. W. T. F.
9:15-9:50 WORK PERIOD (Story Time) Mon. Wed. Fri. Tues. Thurs. ART TIME	 M. T. W. T. F.
9:50-10:20 Juice and Outdoor Play Time	
10:20-10:55 WORK PERIOD (Language and Listening Time)	M. T. W. T. F.
10:55-11:10 MOTOR TRAINING (Games)	M. T. W. T. F.
11:10-11:45 WORK PERIOD (Visual Discrimination) Mon. Wed. Fri. Tues. Thurs.	Daily 1. 2. 1. 2.

WEEKLY PLANNING SHEET

MIDDLE GROUP

4's

8:30-9:00 OPENING	
9;00-9:15 MOTOR TRAINING (Large Muscle Development)	M. T. W. T. F.
9:15-9:50 WORK PERIOD (Visual Discrimination)	Daily
Mon. Wed. Fri.	1. 2.
Tues. Thurs.	1. 2.
9:50-10:20 Juice and Outdoor Play Time	
10:20-10:55 WORK PERIOD (Story Time) Mon. Wed. Fri. Tues. Thurs.	
ART TIME	M. T. W. T. F.
10:55-11:10 MOTOR TRAINING (Games)	M. T. W. T. F.
11:10-11:45 WORK PERIOD (Language and Listening Time)	M. T. W. T. F.

WEEKLY PLANNING SHEET

OLDEST GROUP

5's

8:30-9:00 OPENING	
9:00-9:15 MOTOR TRAINING (Large Muscle Development)	M. T. W. T. F.
9:15-9:50 WORK PERIOD (Language and Listening Time)	M. T. W. T. F.
9:50-10:20 Juice and Outdoor Play Time	
10:20-10:55 WORK PERIOD (Visual Discrimination) Mon. Wed. Fri. Tues. Thurs.	Daily 1. 2. 1. 2.
10:55-11:45 MOTOR TRAINING (Games)	M. T. W. T. F.
11:10-11:45 WORK PERIOD (Story Time) Mon. Wed. Fri. Tues. Thurs. ART TIME	 M. T. W. T. F.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

September

THEME: Me

BOOKS: The Very Little Boy (3's)
The Very Little Girl (3's), Krasilovsky, Phyllis
Look at Your Eyes (4's and 5's), Showers, Paul
In the Forest (4's and 5's), Ets, Marie Hall

COLOR: Red

SHAPE: Circle (Recognition)

TEXTURE: Soft

MANNER: We put away our toys and school materials when we are finished.

ME

This beginning unit "Me" is selected to help youngsters and teachers become acquainted with each other. We want to begin helping each child feel that he or she is important. He is important at school, in his family, in the community, and in the nation. Each of us needs to like himself and feel that others like and respect us. One way a person learns to like himself is by having others recognize and like him. Through this unit and others we hope the child will begin the development of a positive concept of self.

Some children have positive self-concepts in one situation and do not in another situation. This is true for most of us. We all have feelings of insecurity but we can learn to become more secure. So we will focus on "Me" and help youngsters to feel important. For your convenience some concepts are suggested which will help you emphasize this unit.

Concepts.

1. Who am I?

   I am a boy (girl).

   I have a name. My name is

   I have a size. (weight and height)

   I am a person.

   I have body parts and they are used to learn by looking, touching, hearing, tasting and smelling.

   My body parts have a name.

   I am like other children, but I am also different because I am "ME".

2. I can do many things with my body. Run, jump, etc.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

September

THEME: My

BOOKS: Papa Small (All Groups), Lenski, Lois
We Help Mommy, (3's), Cushman, Jean

COLOR: Yellow
Red (3's)

SHAPE: Circle (template, 4's & 5's)
Circle (recognition, 3's)

TEXTURE: Soft

MANNER: We put away our toys or school materials when we are finished.

MY FAMILY

The second unit complements the first and is designed to give time for the child to become accustomed to the Center and still feel secure in telling you about his home and the people with whom he lives.

As you talk about families, be sure that you refer to the family as <u>the group with whom the child lives</u>, not just mother and/or father. Some children live with those other than mother and father.

CONCEPTS:

1. I have a family.
2. My family is like others in some ways and different in some ways.
3. Some families are small, while other families are large. (Count the people in your family and place them on the flannel board)
4. Everyone in the family has a job to do, so that means I have a job to do at home.
5. My family works, plays, and learns together.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS

SEPTEMBER

THEME: My Home

BOOKS: The Little House (5's), Burton, Virginia Lee
Let's Build a House, Pope, Billy
Let's Find Out About Houses, Sharp, Martha

COLOR: Red, Yellow (4's and 5's)
Yellow (3's)

SHAPE: Circle (freehand, 4's and 5's)
Circle (recognition, 3's)

TEXTURE: Hard

MANNER: We take care of our school property.

MY HOME

CONCEPTS:

1. Everyone has a house. I have a house.

2. Families live in houses. My family lives in a house.

3. Some houses are big, while some are small.

4. People build houses.

5. Some houses have one floor. Some houses have many floors. My house has _____ floors.

6. Some houses have one room. Some houses have many rooms. (Talk about the different rooms of a house)

7. A room can be for bathing or sleeping or cooking. (Why do we not have a bath tub in every room, a cook stove in every room etc.)

8. I do different things in my rooms at my home.

9. Some families live in an apartment house. An apartment house has many families living in it.

WEEKLY PLANNING SHEETS

DAY CARE CENTERS
SEPTEMBER

THEME: Foods for Me

BOOKS: Bread and Jam for Francis, Haban, Russell
Nursery Rhymes (3's)

COLOR: Blue (4's and 5's)
Yellow (3's)

SHAPE: Horizontal Line (recognition, 4's and 5's)
Horizontal Line (recognition, 3's)

TEXTURE: Hard

MANNER: (Concentrate on table manners)